Teacher Notes BTEC Unit 3 Assignments

General Information

This guide has been put together as an illustration on how to deliver the Unit content for BTEC Assignment 3 – Using Social Media in Business.

The guiding principle has been that when the specification mentions something as plural, it is assumed that the examiners will want to see more than one thing discussed e.g. scheduling and documenting meetings assumes 3 meetings, but you may be able to get away with only 2. Confirm this with your LIV or EV.

It is expected that all students will complete all PASS criteria tasks, as this covers the taught specification.

When presenting screenshots as evidence, the key is that the screenshots are annotated to explain to the reader what information the evidence is presenting. Using Callouts is the easiest way to direct the reader to the evidence presented.

Every single item in the specification has been included in these guides and you might decide to eliminate some to benefit your students.

For example, the specification states for topic B1:

B1 Social media planning processes

Processes to consider when planning the potential use of social media in a business, including:

- the specific business requirements
- content planning and publishing
- developing online communities
- enforcing social media policies.

This would indicate that all of these topics need to be included.

The specification then states:

A2 Business uses of social media

- Posting different content formats, e.g. text, images, video, links, polls and quizzes.

All text copyright © TheComputingTutor 2020. All rights Reserved.

The Computing Tutor "Inspiring Students to Succeed"
The Computing Tutor "Inspiring Students to Succeed"

This implies only some of these content formats need to be included as evidence by the student and it is down to you to which of the requirements you cover. Personally, I would cover about three of these to be on the safe side.

The BTEC Assessment Guidance states:

"Assessors are expected to deliver (i.e. 'teach') the unit content fully.

You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.

A learner is not required to provide evidence for all the unit content but is required to provide sufficient evidence to address the assessment & grading criteria to successfully achieve the unit"

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf, Page 7

This is down to you and how you wish to teach the unit. Having a student guide as a set of PowerPoint slides means that you can move them around to suit your teaching style before handing them out to the students.

The student guide has been put together as follows:

- Group P1 items together into smaller sets
- At the end of the group, assess the overall effectiveness of the items for a merit.
- At the end of the group, evaluate the items for a distinction.
- Repeat for P2 and P3

In addition,

All text copyright © TheComputingTutor 2020. All rights Reserved.

The Computing Tutor "Inspiring Students to Succeed"
The Computing Tutor "Inspiring Students to Succeed"

DISCLAIMER

It is down to you, the teacher, how you use these resources.

They have been made available to you as a set of editable PowerPoint slides as well as some read only PDF documents.

These documents have been written primarily as a guide to the assignments for students who find it challenging to organise their work, or to work independently, or who have an SLD, so that they can have a simple, clear step by step guide on exactly what they need to put together as evidence. They can also be used as part of your general teaching as many students can find the sheer quantity of material they are required to produce daunting.

These guides have been designed as a learning resource to aid your teaching during the assignment. The assessment guidance from Pearson states that while the assignment is running, you are NOT allowed to:

"give them a specific list of actions they need to take to meet the assessment criteria or achieve a particular grade"

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf, Page 18

You are however allowed to give your students:

"access to a range of information to help them generate evidence:

• knowledge and skills gained during teaching on the programme

• handouts and learning resources available for the programme

• the unit content, assessment criteria and assessment guidance in the qualification specification

• the assignment brief, detailing the scenario, specific tasks, evidence and information sources"

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf, Page 19

The student guides therefore form part of the learning resources available for the Programme to be issued to students prior to the start of the assignment and are not to be included in any assignment submission.

Should you wish to use these learning resource guides specifically as templates for your students to complete, you should first check with your Lead Internal Verifier (LV) and your Standards Verifier (SV) that they are happy for templates to be issued to your cohort. You should not issue these as templates for use by your learners without checking with the relevant Pearson Administrative Staff.

TheComputingTutor cannot be held responsible for any modification to any assessed grades or disqualification of any Candidate or group of Candidates as a result of the deliberate or unintentional misuse of these guides as a template, should your institution's SV or LV determine that these are not suitable.

All text copyright © TheComputingTutor 2020. All rights Reserved.

The Computing Tutor "Inspiring Students to Succeed"

Assignment 1

This documentation has been designed to thoroughly cover the BTEC specification for Unit 3 – Using Social Media in Business.

The key to approaching these assignments is consistency. If a student decides to research Twitter, then they need to do a thorough investigation of Twitter, they cannot bounce around several different sites, picking features as they choose.

In addition, when the specification mentions something as plural, it is assumed that the examiners will want to see more than one thing discussed, e.g. features of a social media site is presented as feature number 1 and feature number 2

It is expected that all students will complete all PASS criteria tasks, as this covers the taught specification.

All text copyright © TheComputingTutor 2020. All rights Reserved.

The Computing Tutor
"Inspiring Students to Succeed"
www.thecomputingtutor.com

The Computing Tutor
"Inspiring Students to Succeed"
www.thecomputingtutor.com

Assignment 2

The key to this assignment is to have a clearly identified client as well as some actual users.

The simplest way is to

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the TheComputingTutor

All text copyright © TheComputingTutor 2020. All rights Reserved.

The Computing Tutor
"Inspiring Students to Succeed"
www.thecomputingtutor.com

The Computing Tutor
"Inspiring Students to Succeed"
www.thecomputingtutor.com